

Digital Storytelling Project

Final Due Date: March 12th



Details

This will be a group project involving 3-4 people. Your group will choose a book from the optional book list below. What these books all have in common is that they have all been made into movies at some point.

Each person in the group should read the chosen book, and each will be responsible for his or her own book review blog post (the book review should follow the same format as all other book reviews). This review will count toward one of your four book reviews for the semester.

The main component of this project, which will be completed as a group, will be a 5-minute video. Each group will present its video to the class. The description and rules of the video are outlined below.



Book Options

Each book can be chosen only up to two times, which means two groups might present the same book. Numbers will be drawn to see who gets to choose first.

The Fault in Our Stars by John Green
The Hunger Games by Suzanne Collins
Catching Fire by Suzanne Collins
Mockingjay by Suzanne Collins
Speak by Laurie Halse Anderson
The Perks of Being a Wallflower by Stephen Chbosky
Unbroken by Laura Hillenbrand
The Great Gatsby by F. Scott Fitzgerald
Life of Pi by Yann Martel
Serena by Ron Rash
Sense and Sensibility by Jane Austen
A Farewell to Arms by Ernest Hemingway
Into the Wild by Jon Krakauer
The Perfect Storm by Sebastian Junger



Video Guidelines

There are two different options for the video.

Option 1: A mash-up of different components, which should show the major themes and characteristics of the novel. The components used should include, but not be limited to:

- Clips from the movie version
- A soundtrack (music should be appropriate to the time period of the novel)
- Stills of relevant news clips during the time period or pertaining to a theme in the novel
- A voice-over of different elements
- Examples of clothing, technology, social rules, etc. during the novel's time period

Option 2: Find at least two parts from the book that were not in the movie, then re-enact those scenes using your own perspective of what the characters look like, what they were feeling, etc. Your video or presentation should also explain why you picked those specific parts and what they mean to the story as a whole.

Suggested Tools*

Computers in the library can be utilized with the below online software if a computer isn't readily available to your group.

- MovieMaker (Windows), iMovie (Mac), WeVideo (online, free) or other movie-making software
- www.creativecommons.org
- www.zamzar.com
- YouTube

*Be sure to list your sources at the end in the credits. Credits should **not exceed** 30 seconds!

Schedule*

- February 5th – Pick Groups and assign books
- February 19th – Have book read and movie watched; groups will have 30 minutes to meet and discuss
- February 24th – Groups will be able to meet for 30 minutes to discuss video pitch and storyboard
- February 26th – A pitch and storyboard for the video should be turned in as a group (200-300 words)
- March 5th – Groups will meet for an hour to work on project
- March 12th – Presentations of videos & book reviews due on blog

*Class meeting time is extra time to work on the project and should be utilized efficiently. Outside meetings are expected in order to complete the project.

Rubric

Guideline	Points
Shows clear understanding of major themes	30
Cohesive and well-organized video	30
Variety of components used	20
Pitch and storyboard	10
Meets time requirement (+/- 30 seconds)	10

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This project is meant to BE CREATIVE! Have fun! I want you to dig into the book and movie—the video (along with the book review) should show your understanding of the **book**.